

Fringe Benefits,
Administrative Support
And Physical Work
Environment As
Correlates Of Teachers'
Performance In Private
Secondary Schools In
Mbarara District, Uganda

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ABSTRACT

Guided by Herzberg's Motivation-Hygiene Theory, this study was carried done to establish how motivational practices, namely fringe benefits, administrative support and physical work environment correlate with the way teachers perform their duties in private secondary schools in Mbarara District, Uganda. The study employed a cross-sectional survey design, using both quantitative and qualitative approaches. Two hundred fourteen people, comprising Board of governors, PTA Chair persons, teachers, as well as the head teachers from selected private secondary schools was used as respondents. To analyse the findings, descriptive statistics and Pearson correlation coefficient were used. The findings showed that there is no significant correlation between fringe benefits and teachers' performance ($r = 0.015$, $p = 0.843 > 0.05$); that there is a positive and significant relationship between administrative support and performance of teachers ($r = 0.168$, $p = 0.025 < 0.05$); and that there is a positive and significant relationship between physical work environment and performance of teachers ($r = 0.213$, $p = 0.005 < 0.05$). Thus, it was recommended that school administrators should provide better motivational practices to teachers so that they can perform better.

Key Words: Fringe benefits; Administrative support; Physical work environment; Teachers' performance

1. INTRODUCTION

Teachers' performance globally and in Uganda in particular has been a point of concern. This is because teachers play multiple roles in the schools to mold the young generation for different government organizations and departments (Andrew, 1988). Guidelines for the roles and responsibilities of teachers have been set in place but still teachers' performance in many African countries, such as Uganda is not yet at the required levels. It is a conviction of all stakeholders including parents, policy makers and education managers that the solution to improving education is in through hiring competent teachers who are effective in their teaching job otherwise, otherwise the lack of qualified teachers has a negative impact on the organizational structure of schools. The crucial role of teachers is in the nurturing of young people to face the future with confidence and with purpose and responsibility (Andrew, 1988; Musazi, 2006).

Thus, school headteachers ought to motivate teachers well. This is so because if this is not done his/ her ideas and decisions are likely not to be implemented properly, leading to poor teachers' performance. Therefore, good motivational practices are vital for teachers' performance (Musazi, 2006). Motivational practices according to this study are the fringe benefits, administrative support and physical work environment.

1.1 PROBLEM STATEMENT

Teachers, by the virtue of their profession, it is a requirement that teachers be effective in the preparation of teaching materials, promoting active teaching and learning processes, monitoring of school activities, maintain the blink space, are always punctual, carry out evaluation and assessment, and professional development

(Musaazi, 2006). Despite the various approaches availed by the school managers like building structures, recruiting qualified teachers, adequate supervision, paying salaries in time among others, teachers still perform poorly as reported by the District Education Officer Mbarara district. This was reported in the District Development Plan for five years of Mbarara district, where poor teachers' performance was mentioned in education department among other challenges facing the district (Mbarara District Education Inspection Report, 2015).

According to Mbarara District Education Inspection Report (2015), there has been deteriorating standards of professional conduct in form of poor preparation of teaching materials especially lesson notes, lack of continuous student assessment, general poor professional performance including misbehavior in and outside teaching work. Teachers' absenteeism is gradually rising, time management is poor, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices (Mbarara District Education Inspection Report, 2015). If poor performance of teachers is not solved, it will result into poor academic performance of students, increase school dropout, wastage of school resources and parents' complaints. Although several researchers in Uganda like Mwasa (2014) and Ouma (2017) have conducted research the performance of teachers, they have not looked at motivational practices as antecedents of teachers' performance, hence the current study carried out in Mbarara district.

2. LITERATURE REVIEW

Fringe benefits, administrative support and physical work environment are some of the motivational practices in organisations. Motivation and performance usually go together. There is therefore need to motivate employees well, such as through monetary and non-monetary means. Accordingly, Maicibi (2006) observes that in addition to salary, there are other rewards which can be accorded to employees as they perform their assigned tasks. These are: 1) Indirect (non-financial) rewards such as food basket, insurance and for workers as well as their welfare services. It also includes comp time, that time off given to an employee instead of money for having worked extra, 2) Affiliation with an admirable organization, that is, the organization to copy practices from a reputable firm in terms of the reward system, human policies and practices; 3) long term career opportunities, that is, s would feel properly rewarded if managers design related work activities ide continuity, order, and meaning in their life. To Maicibi (2006), employees can be rewarded in the following ways; 1) basic/base pay or time rate pay which is expressed as an annual, weekly or hourly. It is calculated on time worked rather than on results achieved. In some organizations, base pay is the basis on which earnings are *built by addition of one* more of the other types of rewards; 2) Performance or merit pay. It is a Skill-based or competence related pay. It is based on contingency or at risk determined performance assessment and rating pay. Performance pay include overtime pay, commission, bonuses pay, organizational performance pay and incentives (payment linked to achievement of the previously anticipated targets *which*

are designed to enable employees to achieve higher levels of performance). Other authors like Mullins (2002), hold related views. The authors however do not mention about secondary schools, hence the applicability of these claims couldn't be ascertained unless a study was carried out. This partly prompted the study to be carried out in Mbarara district.

Working environment enables employees to perform their tasks and not to absent themselves unnecessarily. In order to carry out their roles properly, employees need to report early at work and not to absent themselves. Unfortunately, teachers tend to absent themselves from work probably to do personal work. Research has found that women tend to be absent than men, and that the absence-control policies and culture of an organization will predict absenteeism. Absenteeism is a common vice at some places of work. For example, Yiga and Wandega (2010) carried out a study in primary schools of Iganga district, Uganda found out that 13.3% of the head teachers in Iganga were absent due to housework or domestic violence. Yiga and Wandega (2010) found out that 3.3% of the head teachers were absent from school due to marriage ceremonies and burials.

Administrative support is a vital factor in teachers' motivation in most secondary schools. Investigations done by public schools of New York found out that administrative support plays important roles in teachers' retention (Lankford, and Wyckoff 2009). Furthermore, qualitative studies have found great administrative impact on teachers' performance, some turn to do other world tasks like farming and bodaboda riding once they are neglected by the schools' administration (Namutebi, 2015). School leadership has significant roles on teachers' job satisfaction that positively affect both students and teachers' performance. Different studies have shown that administrative support contributes to teachers' job satisfaction as they stay longer in schools. Research has indicated that school administration is responsible for motivating teachers which creates job satisfaction. The contemporary principal should behave well, encourage effective communication, and look like an instructional leader as well as becoming a model to all teachers. Studies have found out that a good relationship between staff and their supervisors or principals has positive impact on teachers' productivity and staff loyalty. The work of the principal of a school is very vital in the teaching and governance of a given school. Principals or headteachers are the main leaders who handle the schools' operations and are responsible for the growth and development of teachers' careers in schools. Studies have revealed that for a school to succeed, its principal has to work hard by promoting team work and public relations for the school to achieve its set goals. He/she must be influential to bring positive impacts on teachers' behaviours at work and their intention to stay in the teaching profession. Both teachers and students can enjoy the efforts of a right school principal or get problems caused by the managers' poor interpersonal skills that affect the school's administration and students' enrolment (Musaazi, 2006). Interpersonal skills play a vital role to both managers and teachers through building trust at workplaces, and cooperation of teachers among other members in the school. This arouses team work and accountableness, which enable staff members in executing school activities. Effective communication in schools creates team work, while ineffective communication may result into wastage of resources.

Regarding working conditions, some teachers leave their jobs due to poor working conditions like lack of meals, poor facilities in schools, poor school administrative support, students' indiscipline, lack of students' motivation and poor decision making processes while executing school programs like teaching by the teachers, school governance issues, staff salaries among others.

According to Cole (2002), working conditions facilitate important roles in a school's abilities to achieve their set goals. Schools which are able to offer good working conditions like houses for teachers, staff allowances, a safe fence, pleasant class rooms, supportive administration, adequate compensation and working environment are better and able to retain good teachers, attract others and motivate them to perfect their designed duties in schools. Good working conditions are vital to both students and teachers, as they morale boost them and affect teachers' zeal at work, hence enough doze can be given to students. Large class sizes may disrupt students' attention, hence making both teaching and learning processes difficult. Studies have revealed that teachers working conditions are vital as far as the job is concerned, irrespective of where one works. For example, salaries of teachers tend to be very low compared to those earned by other qualified individuals in other professions regardless of the type or location of the school. Working conditions for teachers such as job security, school safety of staff vary widely from school to school. In addition to teachers' working conditions in general, there is a need to understand the schools' types that tend to have desirable conditions to attract both students and teachers. Interpersonal relationship: Good staff relationship is very paramount as it promotes both social and professional harmony among teachers and other members at school. The social and professional relationship of teachers creates team work that enables schools to achieve their set goals, hence surviving in this competitive world Teachers feel well when they work together in handling their responsibilities towards improving of schools' objectives and improve students' learning, there by enticing teachers to stay for long in schools (Musaazi, 2006).

Several studies have found that there is great sense in teachers' relationship with their colleagues which also has an impact on their staying intentions in school. Work engagement is a motivator that boosts teachers, evidenced by dedication, vigour and absorption. Such teachers enjoy problem with ease, exhibit mental resilience, they are always patient, and engrossed in their usual activities. Research on work engagement was conducted in business settings, while studies of work engagement in education of teachers revealed teachers exhibit a lot of patient, satisfaction, monitoring, and effective teaching ((Decenzo and Robbins, 2002).

Teachers work engagement can partly be influenced by school administrators like headteachers, PTA Chair persons, and results into proactive work behaviours that promote seriousness among staff members to increase on service delivery. According to work engagement model, job resources like materials, job demands affect teachers' development at work. Job resources in this case, are physical, psychological, social, and organizational features that reduce job demands, and enhance teachers' abilities to achieve their teaching objectives, and later for the schools to attain their set goals, stimulate personal growth, learning, and development (Musaazi, 2006).

Job resources increase work engagement for managers like autonomy, respect, performance feedback, supportive colleagues, and supervisory coaching. Job resources partly include the quality of their relationships with their peers in the teaching professional. It can be obtained from organizational structures, via social and interpersonal relationships, from the school organization ((Decenzo and Robbins, 2002). There are other factors like personal resources that may also build work engagement. Personal resources may include self-efficacy and optimism, and individual characters that can be natured to improve on work performance. Communication among staff is vital as it encourages different ideas with other members in the community, using an assortment of methods, such as word of expression, gestures or signs, voice tone, facial expression and body posture (Cited in Agesa, 2005). Interpersonal skills and knowledge are very crucial factors since they are taken as the lifeblood of institutions like secondary schools and effective communication improves effectiveness, facilitates teamwork and operational efficiency. Because there is no motivation, inter personal relationship of teachers with administrators is always poor in the area of the study hence affecting teachers' performance.

3. METHODOLOGY

The descriptive correlation research design was used because the study sought to establish the relationship between motivation and teachers' performance in Mbarara district Uganda. The study was carried out in private secondary schools in Mbarara District, located in Western Uganda. Mbarara district is bordered by Bushenyi district in the west, Ibanda district in the north, Kiruhura district in the east, Isingiro district in the south west and Ntugamo district in the north. The selected private secondary schools include Shuhada'e Secondary School, Welden School, St Annes Secondary School, Nyakayojo Secondary School, Heritage Secondary School, Mbarara Modern Secondary School, Senta College Secondary School, Pearl High School, from counties of Kashari, Rwampara and Mbarara municipality in Mbarara district western Uganda (Uganda Local Governments Association, 2014). A survey with self-administered questionnaires, with both open and close ended questions were designed and administered to the two hundred and fourteen (214) selected respondents. The researcher also used an interview guide to school administrators.

4. FINDINGS

Table 1: Correlation between Fringe Benefits and Teachers' Performance

		Fringe benefits	Teachers performance
Fringe benefits	Pearson Correlation	1	0.015**
	Sig. (2-tailed)		0.843
	N	176	176
Teachers performance	Pearson Correlation	0.015**	1
	Sig. (2-tailed)	0.843	
	N	176	176

**. The level of significance is 0.05 (2-tailed).

The findings in table 1 suggest that there is no significant relationship between fringe benefits and teachers' performance ($r = 0.015$, $p = 0.843 > 0.05$). The critical value was higher than 0.05 indicating rejection of the research hypothesis, that there is a positive significant relationship between fringe benefits and teachers' performance.

In addition to the quantitative data, qualitative data on fringe benefits to the teachers was collected from the head teachers and members of Board of Governors and Parent Teachers' Association. In their responses with respect to the level of fringe benefits to the teachers, several responses were given. The head teachers indicated that they paid regular allowances to the teachers on top of their salaries for responsibilities like extra lessons taught during prep time, being heads of departments, being class teachers and house teachers' allowances. However, all the head teachers agreed that the allowances were too small to have a strong motivation impact on the teachers. They were all of the view that the allowances were not commensurate to the work the teachers did. However, all the head teachers indicated that if allowances increased commensurate to teachers' effort, they would be motivated to work harder. The head teachers and the BOG and PTA concurred that teachers were offered meals and tea as part of the fringe benefits. They also indicated that most of the teachers were offered accommodation. However, it was pointed that the meals, tea and accommodation needed to be improved if the schools were able to generate more income. The interviewees pointed out that enhancing fringe benefit to match the high cost of living in the country would motivate higher teacher performance. These findings to the effect that fringe benefits to the teachers were not sufficient were in agreement with the descriptive statistics which indicated that fringe benefits were low.

Table 2: Correlation between Administrative Support and Performance of Teachers.

	Administrative support	Teachers performance
Administrative support	1	0.168*
		0.025
	176	176
Teachers performance	0.168*	1
	0.025	
	176	176

*Correlation is significant at the 0.05 level (2-tailed).

Table 2 reveals that there is a positive and significant relationship between administrative support and the performance of teachers are significantly correlated ($r = 0.168$, $p = 0.025 < 0.05$). The critical value was significant at below 0.05 level indicating the acceptance of the research hypothesis that there is a positive significant relationship between administrative support and performance of teachers.

In the interviews with the head teachers, BOG and PTA, they indicted that there was effort to enhance interpersonal relationship by promoting harmonious living and cooperation. All the head teachers indicated that they ensured good interpersonal relations by working hand in hand with the teachers and that this promoted hard work among the staff. The head teachers indicated that there was promotion of collegiality through

practices like supporting a colleague who has a problem like loss of a beloved one. It was indicated that teachers showed concern like giving a hand physically by providing labour and contributing financially. The administrations of the schools gave materials and financial contribution. The teachers also supported each other in case of weddings and even there were get-together parties like end of term or year parties. Through these, the teachers came together and felt as a family. This consequently promoted joint effort hence teachers' improving performance of teachers.

Teachers indicated they were not supported to go for further studies and they did not have the money to further their education because of poor pay. Others indicated that they could not further education because if they left, the head teachers would replace. During the interviews with the head teachers, they generally indicated that they encouraged teachers to go for further studies but if it was a holiday programme because this did not disrupt normal teaching. Overall, the views above showed that there was support for teachers especially with respect to interpersonal relationships. However, further were not much supported. These results concur with the statistical results which showed low significant relationship between administrative support and teachers' performance.

Table 3: Correlation between physical work environment and teachers' performance

	Teachers performance	Physical work environment
Teachers performance	1	0.213**
		0.005
	176	176
Physical work environment	0.213**	1
	0.005	
	176	176

**Correlation is significant at the 0.01 level (2-tailed).

The results in Table 3 suggest that there is a positive and significant relationship between physical work environment and performance of teachers ($r = 0.213$, $p = 0.005 < 0.05$). The critical value was significant at below 0.05 level indicating the acceptance of the research hypothesis that there is a positive significant relationship between physical work environment and performance of teachers.

In the open responses of the questionnaire, the teachers pointed out that the good physical working conditions provided by the schools created greater physical comfort making them work harder included good classroom environment, nice compound and staff room. However, there is need for improvement because (50.8%) of teachers indicated that they lacked accommodation in the schools. The schools lacked enough houses and did not cater for the rent and for some rent was just subsidised. In face to face interviews, all the head teachers were unanimous that provision of enough facilities made teaching easy.

The facilities pointed out included chalk, stationery, laboratory equipment and practical materials, charts and maps, textbooks and pamphlets, computers and printers. With respect to accommodation, the head teachers indicated that schools did not have enough accommodation. Only few teachers could be accommodated. In the

responses of both teachers and head teachers it emerged that the problem resulting from lack of accommodation was that teachers only appeared at schools when they had lessons. These qualitative responses were largely close to the inferential results which indicated that physical environment had apposite and significant relationship with performance of teachers.

5. DISCUSSION

The findings of the current study were that there is a positive but insignificant relationship between fringe benefits and teachers' performance; there is a positive and significant relationship between administrative support and performance of teachers; and that there is a positive and significant relationship between physical work environment and performance of teachers. This means that though fringe benefits do not adequately influence secondary school teachers in Mbarara district to perform well, administrative support and physical work environment do. Qualitative data revealed that whereas teachers' performance was good, it was not the best, yet according to the teachers' code of ethics, teachers are supposed to work to the best of their ability. Surprisingly, it was noted that some teachers do perform their duties poorly. Thus, the claims that teachers are, in many schools poorly remunerated yet they work hard, is seemingly true, as Namutebi (2015) and Gurney (2007) claim. In situations where students fail national examinations, the implication is that teachers' performance is low.

The situation prevailing in Mbarara as per the study findings do differ from what obtains in other parts of the country. Actually, in some parts of the country, some children end their formal education at secondary school level. This could be interpreted as stagnation in life. It is usually caused by unserious schools where teachers report late at work, leave early, dodge lessons, don't guide students, are rude to students, among other things. It is unfortunate that some private secondary schools' performance does not commensurate the input devoted to them. Out-put in any educational industry like in any other industry should exceed the input. By implication, good performance should be realized to commensurate the resources used in education. Available records at education headquarters indicate that schools especially in rural areas continue to perform poorly in both local and national examinations. Apart from this, some schools are known to take very few students to universities while others from the same locality flood university admissions. In situations where students fail national examinations, the implication is that teachers' performance is low or poor. This is usually caused by recruiting frustrated people, very young inexperienced teachers, teachers being poorly remunerated, and poor working environment (Cited in Namutebi, 2015).

It emerged that the respondents perceived their work environment and administrative support to be good. Several teachers indicated during oral interviews that their work is enjoyable due to prompt payment of their salary though it is little. Others perceived their work enjoyable because they are allowed to part-time in other schools. This is in line with authors who claim that in Uganda's institutions, most people who work or join

institutions have varied reasons which are already shaped and reshaped by their agents at school, families, peer groups and other religious organizations (Maicibi, 2003). Therefore, what motivates workers differs from individuals to individuals, from time to time and according to situations and the success of each motivational technique; it also depends upon the individual personality, occupation and cultural background. In most institutions, administrations have a tendency of incorrectly assuming that all employees want the same things and rewards thus, overlook the motivational effects of differentiating these rewards or incentives. Some employees work hard in hope of getting promotions but end up getting a pay rise instead, while others receive only words of praise and where rewards are inadequate, this makes the distribution difficult (Decenzo and Robbins, 2002).

In Uganda, motivation is an indispensable factor in all institutions as a basis for good performance. This is in line with the survey conducted by Maicibi, (2006) on the teaching staff, in universities and schools from the districts of Kampala, Mukono, Mubende, Mpigi, Kiboga, Masaka, Jinja, Mbarara, Wakiso and Luwero schools where external incentives like yearly salary increments and allowances (PTA) induced workers to improve on performance (Maicibi, 2006). Therefore, the researchers feel that motivation as an aspect of management, lies within individuals and when properly manipulated, produces good performance in the organization. Teachers are not adequately motivated and even the working conditions are still appealing, fringe benefits like allowances, recognitions, promotions and praises rarely exist despite the commitment exhibited by the workers. Most of the teachers still work under strict supervisions and work over loaded without appointment letters (job security), hence, affecting their work. In most of the schools, the school administrators and board of governors are the chief determinants of the teachers' survival. The methods of rewarding employees differ from institution to institution, for various reasons and at particular situations ((Cited in Namutebi, 2015).

Some students however noted that some teachers perform their work poorly such as through secretly sexually harassing female students and forging students' marks. This relates to the allegation that the vice of cooking marks (whereby teachers do not mark students' scripts but forge marks and enter them in students' end of term reports) is rampant especially among secondary school teachers who teach in several schools, hence during the end of term the work becomes too much for them. They therefore resort to forging marks. Others forge marks out of frustrations of not having been paid salary for several months especially those who teach in upcoming poor private secondary schools. Others forge marks to get money from the individual students who want to take very good reports to their parents. Related views are reiterated by other authors, that the sex for marks syndrome is also common in secondary schools. This is whereby some teachers befriend female students, and when a test or an examination is administered, the respective teachers give high marks to their girlfriends. They even promise to help them in the national examinations of S.4 and S.6. These counterproductive work behaviours are common in secondary schools in Uganda although sometimes they are not reported in the press. Even if the headteachers find out, they decide to resolve the issues silently so as not to cause the school to become

unpopular among parents (Cited in Namutebi, 2015). Related views are held by Karugu and Oyaro, 2010). Though their study was carried out in Kenya. This implies that the conditions obtaining in the teaching field in different countries of Africa south of the Sahara, don't differ much.

Many people are wondering what the possible cause of this state of affairs could be. Based on the oral interview responses, it was revealed that in private schools it is hard to find completely full time teachers. Many of them work in several schools so as to survive. Other teachers do businesses outside teaching and they dodge lessons claiming to be sick. Others are pursuing further studies in the nearby universities, such as Bishop Stuart University, Mbarara University of Science and Technology, Kampala International University (Western Campus), and Makerere University Business School Study Centre. Thus, though their performance was reported to be good, that, in a way, compromises the standards or quality of their work.

6. CONCLUSIONS

- Fringe benefits are not the most important motivational practice required for the performance of teachers. This is because whereas the performance of teachers was good, fringe benefits were poor. There were very low regular promotions, allowances of different kinds, lack of housing facilities and scholarships for further studies.
- Administrative support is an important requirement for the performance of teachers. Such support as offering of free counselling services and good interpersonal relationships enhanced the performance of teachers.
- The physical work environment is also a vital requirement necessary for the performance of teachers. Such environment includes accommodation at the school, guaranteeing at the school, having separate teachers' sanitation facilities that are adequate and in good conditions, working in a sound pollution free environment and access recreational facilities.

7. RECOMMENDATIONS

- School authorities should provide and improve fringe benefits but not dwell on them as the most important motivational practice required for the performance of teachers. This is because whereas the performance of teachers was good, fringe benefits were poor. There were very low regular promotions, allowances of different kinds, lack of housing facilities and scholarships for further studies.
- Schools authorities should emphasise administrative support to teachers. Such support should involve offering of free counselling services and good interpersonal relationships enhanced the performance of teachers.
- Schools authorities should provide appropriate physical work environment to the teachers. This should involve providing accommodation to the teachers at the school, guaranteeing safety of teachers at the

schools, separate teachers' sanitation facilities that are adequate and in good conditions, sound pollution free environment and access recreational facilities.

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